

# Checkpoint Chats Protocol

## Strategy Guide (Champion's Brief #6)

### Introduction

Developing students' relationships with trusted adults has indispensable long-term implications for academic, emotional and social development. Establishing a routine, such as Checkpoint Chats can be utilized to build trusting relationships between adults and students. When implemented regularly, these brief, yet meaningful interactions can yield substantial rewards for both students and participating adults. This tool introduces how Checkpoint Chats can be utilized to build trusting relationships. Steps of the routine and key considerations are put forth.

### Steps for Implementation

- 1. Identify a target population of students to participate, as well as a cadre of adults willing to serve as the mentors.** Consider students who lack strong connections to peers or adults. Some schools implement systematic tracking plan to ensure students are not able to fall through the cracks.
- 2. Determine days and times in which sessions will occur.** Consider the daily schedules of both students and adults. Although not required, students may have a checkpoint with their assigned adult early in the day and then again at the end of the day.
- 3. Create a system for how you will conduct sessions with each participating student.** The focus of the checkpoint chats is about building trusted relationships with adults, not documentation.
- 4. Provide support to participating adults.** This can take the form of discussion prompts, guiding questions or talking points that may be brought up during meetings. Consider sessions early in the day opportunities to set students up for success, and those that happen at the end of the day chances to review and reflect. Determine if any follow up is needed with members of administration or school support staff. Ensure all adults are trained in what to do if a student tells them they are in danger.

### Considerations

- > **Sessions don't need to be lengthy.** Rather, they are opportunities for brief, yet meaningful connections.
- > Consider a **variety of methods for documenting** mentoring sessions. Virtual portfolios, a simple notebook, or file folder can be effective tools for maintaining organization.
- > **Providing a safe space where students feel cared for and listened to is essential.** Ensure the space where the Checkpoint Chats occur is safe and free from interference from other students.
- > Should students disclose indication that they are having traumatic or dangerous experiences, **remain calm, respond with empathy, and seek additional guidance** if required. See Champion's Brief #7 Responding to Students in Crisis for further guidance.
- > **The students are not in trouble.** Be thoughtful about how to introduce checkpoint chats to students. Checkpoint Chats are not a punishment; the goal is for students to have a trusted adult at school.

### Resources

- > Watch a video where the **Check In/Check Out strategy is implemented in a Positive Behavioral Intervention and Support (PBIS) context** at <https://www.youtube.com/watch?v=I44-r8ss5P8&feature=youtu.be>.
- > Download a presentation introducing the **Check In/Check Out strategy, its research, and more about how it impacts students** at [https://www.pbis.org/common/cms/files/Forum\\_09\\_Presentations/B6\\_CICO\\_Sandomierski.pdf](https://www.pbis.org/common/cms/files/Forum_09_Presentations/B6_CICO_Sandomierski.pdf).

#### ALSO SEE CHAMPION'S BRIEFS:

- #2 Trusted Adults
- #7 Responding to Students in Dangerous Situations



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